Video URL

https://m.youtube.com/watch?v=qRJ1hgN7uAU
Pictures, Problems and Possibilities: Quality, professionalism and leadership in early childhood education and care

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Session Outline

1) Picturing Quality in ECEC
2) Picturing Professionalism in ECEC
3) Picturing Leadership in ECEC
4) Problematising Quality, Professionalism and Leadership in ECEC
5) Possibilities for Quality, Professionalism and Leadership in ECEC
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Goal 4, Target 4.2:
By 2030, ensure that all girls and boys have access to **quality** early childhood development, care and pre-primary education so that they are ready for primary education
Europe

European policy: high quality, affordable and accessible childcare

(EGGE, 2009; EU Thematic Working Part on ECEC, 2014)
Picturing Quality in ECEC (3)

How do you picture quality in early childhood education and care?

Quality in ECEC
Picturing Quality in ECEC

Rousseau (1762)  Froebel (1838)  Montessori (1949)
# Picturing Quality in ECEC

<table>
<thead>
<tr>
<th><strong>Structural quality</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Class size</td>
<td></td>
</tr>
<tr>
<td>• Teacher-child ratio</td>
<td></td>
</tr>
<tr>
<td>• Staff qualifications</td>
<td></td>
</tr>
<tr>
<td>• Setting size</td>
<td></td>
</tr>
<tr>
<td>(Anders, 2015)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Process quality</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Context</td>
<td></td>
</tr>
<tr>
<td>• Interactions</td>
<td></td>
</tr>
<tr>
<td>• Space and materials</td>
<td></td>
</tr>
<tr>
<td>(Anders, 2015; Litjens and Taguma, 2010)</td>
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</tbody>
</table>
Five Perspectives on Quality in Early Childhood Programs

- Top Down
- Bottom Up
- Outside-Inside
- Inside
- Outside

Katz, 1993
Early Childhood Environment Rating Scale (ECERS)

1) Personal Care Routines
2) Furnishings & Display for Children
3) Language-Reasoning Experiences
4) Fine and Gross Motor Activities
5) Creative Activities
6) Social Development
7) Adult Needs

(Harms and Clifford, 1980)
Picturing Quality in ECEC

Assessing Quality in the Early Years (ECERS-E)
(Sylva, Siraj-Blatchford and Taggart, 2003)

- Literacy
- Mathematics
- Science
- Diversity
Picturing Quality in ECEC

Caregiver Interaction Scale
(Arnett, 1989)

<table>
<thead>
<tr>
<th>Item</th>
<th>Not at all true</th>
<th>Somewhat true</th>
<th>Quite a bit true</th>
<th>Very much true</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Speaks warmly to the children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. Seem critical of the children</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>3. Listens attentively when children speak to him/her.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>4. Places high value on obedience.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5. Seems distant or detached from children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>6. Seems to enjoy the children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>7. When the children misbehave, explains the reason or the rule they are breaking.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>8. Encourages the children to try new experiences.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>9. Doesn't try to exercise too much control over the children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>10. Speaks with irritation or hostility to the children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>11. Seems enthusiastic about the children's activities and efforts.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>12. Threatens children in trying to control them.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>13. Spends considerable time in activity not involving interaction with the children.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>14. Pays positive attention to the children as individuals.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>
Effective Provision for Pre-School Education (EPPE)

Attending a high quality pre-school setting before 3 years until school entry improved

- academic and social outcomes for children aged 5, 11 and 14
- academic outcomes for children aged 16+

(Taggart et al., 2015)
Picturing Quality in ECEC

Process Oriented Monitoring Scale
(Laevers, 2000)

CONTEXT
- Principles
- Means

PROCESS
- Stimulation
- Sensitivity
- Giving autonomy

OUTCOMES
- Objectives
- Results

WELL-BEING

INVOLVEMENT

Adult Engagement
Picturing Quality in ECEC

Excellence in Early Learning (EEL) Quality Framework

(Pascal et al., 1996)
Picturing Quality in ECEC

Quality Framework for Early Childhood Education

1. Physical learning environment
2. Teaching and Learning processes
3. Teacher quality
4. Curriculum
5. School readiness outcomes
6. Leadership
7. Parent and community participation
Picturing Quality in ECEC

Curriculum and Pedagogy
Picturing Quality in ECEC

One size fits all?

Curriculum and Quality Analysis and Impact Review of European Early Childhood Education and Care

7th Framework Program - Call Identifier: FP7-SSH-2013-2
Early childhood education and care: promoting quality for individual, social and economic benefits

Broekhuisen, 2016
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Picturing Professionalism in ECEC (3)

How do you picture professionalism in early childhood education and care?
Picturing Professionalism in ECEC
What is a professional?
Picturing Professionalism in ECEC
Who are the professionals in ECEC?

1. Childcare worker
2. Pre-primary teacher
   Primary teacher
   Kindergarten teacher
   Preschool teacher
3. Family daycare worker
4. Pedagogue
5. Auxiliary staff

OECD, 2011
Picturing Professionalism in ECEC
CoRe (Urban et al., 2011)
Picturing Professionalism in ECEC
Qualifications

OECD, 2011
Picturing Professionalism in ECEC

Why?
Picturing Professionalism in ECEC

UNICEF, 2012
Picturing Professionalism in ECEC

Why?

Image courtesy of LEYF, 2014
Picturing Professionalism in ECEC
What do we know?
Picturing Professionalism in ECEC

Staff training & qualifications v. PISA Rankings (Europe)

- Quality of preschool teacher training and development
- PISA (2009) ranking (65 in sample)
- Linear (PISA (2009) ranking (65 in sample))

Countries:
- Germany
- Rep. Ireland
- Czech Republic
- Denmark
- France
- Netherlands
- Norway
- Spain
- Belgium
- Finland
- Sweden
- UK

Pascal et al. (2013)
Picturing Professionalism in ECEC

Staff training & qualifications v. PISA Rankings (all countries)

Countries:
- China
- Australia
- Germany
- Rep. Ireland
- Canada
- Czech Republic
- Denmark
- France
- Netherlands
- Norway
- Singapore
- Spain
- Belgium
- Finland
- Sweden
- UK

Legend:
- Quality of preschool teacher training and development
- PISA (2009) ranking (65 in sample)
- Linear (PISA (2009) ranking (65 in sample))

Pascal et al. (2013)
Picturing Professionalism in ECEC

‘Ours is the profession of uncertainty’

Malaguzzi, 1988
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Picturing Leadership in ECEC

How do you picture leadership in early childhood education and care?

Leadership in ECEC
Picturing Leadership in ECEC
Picturing Leadership in ECEC
Some Leadership Styles

1

2

3

4

O’Sullivan and Chambers, 2014
Clark and Murray, 2012
Picturing Leadership in ECEC
System leadership

Sharp et al., 2012
Picturing Leadership in ECEC
Branches of Leadership

- Leadership skills
- Professional skills and attributes
- Management skills
- Personal characteristics and attitudes

Moyles, 2006
Picturing Leadership in ECEC
What does a leader do?

O’Sullivan and Chambers, 2014
Picturing Leadership in ECEC
What does a leader do?

Sharp et al., 2012
Picturing Leadership in ECEC

What does a leader do?

Siraj-Blatchford and Manni, 2007
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Picturing Quality in ECEC

Quality is... ‘an objective reality consisting of agreed criteria measured in standardised ways that allow generalisability across contexts’

(Siraj-Blatchford and Wong, 1999)

Quality is ‘a philosophical issue of value and dispute’

(Dahlberg et al., 1999: 6)
Problematising Professionalism in ECEC

‘...the more complex things become the more we seem to desire processes of reduction and thus increase control’  
(Hillevi Lenz-Taguchi, 2010:8)
Problematising Leadership in ECEC
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Possibilities for Quality in ECEC
Possibilities for Professionalism in ECEC
Possibilities for Leadership in ECEC
To conclude...

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References


Froebel, F. (1838-1840) *Sonntagsblatt*.


Lumsden, E. (2016) The time is right for a Royal College for Early Childhood. Nursery World. 3.5.16.


